**Semester Plan Title:**

**SP Designer: Emily Abena Antwih**

**SP Overarching Essential Questions: Who am I? How much of who I am has been shaped by others?**

**Unit Title: Unit 1: Novel Study**

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| **Stage 1 – Desired Results** | |
| Established Goals (NCTE/IRA and GPS):  NINTH-GRADE LITERATURE AND COMPOSITION READING AND LITERATURE    ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e.,  examples of diction, imagery, point of view, figurative language, symbolism, plot events and  main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short  story, novel, essay, editorial, biography], and drama) and using this evidence as the basis  for interpretation.  The student identifies, analyzes, and applies knowledge of the structures and elements of  fiction and provides evidence from the text to support understanding; the student:  a. Locates and analyzes such elements in fiction as language (i.e., diction, imagery,  symbolism, figurative language), character development, setting and mood, point of  view, foreshadowing, and irony.  b. Identifies and analyzes patterns of imagery or symbolism.  c. Relates identified elements in fiction to theme or underlying meaning.  The student identifies, analyzes, and applies knowledge of the purpose, structure, and  elements of nonfiction and/or informational materials and provides evidence from the text to  support understanding; the student:  b. Analyzes and explains the purpose, structure, and elements of nonfiction works,  including memoir, biography, and autobiography.  c. Analyzes and evaluates the effects of language (i.e., diction, imagery, symbolism,  figurative language), structure, point of view, and selection of details in memoir,  biography, and/or autobiography.  The student identifies and responds to differences in style and subject matter in poems by a  variety of contemporary and canonical poets; the student:  a. Identifies and responds to the aesthetic effects of subject matter (i.e. topic, theme),  sound devices (i.e., alliteration, onomatopoeia, rhyme scheme), figurative language  (i.e., personification, metaphor, simile, hyperbole), and structure (i.e., fixed and free  forms, rhymed and unrhymed, narrative and lyric) in a variety of poems.  b. Sorts and classifies poems by specified criteria (i.e., fixed and free forms, rhymed and  unrhymed, narrative and lyric, and/or universal themes and topics).    ELA9RL2 The student identifies, analyzes, and applies knowledge of theme in literary  works from various genres and provides evidence from the works to support  understanding. The student  a. Applies knowledge of the concept that the theme or meaning of a selection represents  a universal view or comment on life or society and provides support from the text for  the identified theme.  b. Evaluates how an author’s choice of words advances the theme or purpose of a work.  c. Applies knowledge of the concept that a text can contain more than one theme.  d. Compares and contrasts the presentation of a theme or topic across genres and  explains how the selection of genre affects the delivery of universal ideas about life  and society.  ¾ Sample Task for ELA9RL2  The student close reads a fictional text (short story or novel) that has not been studied in class  and, in the classroom within a specific period of time (e.g., 30 to 45 minutes), responds in  writing to that text, identifying the evidence in the text and applying that evidence to support a  specific theme, underlying meaning, or interpretation.  ELA9RL3 The student deepens understanding of literary works by relating them to  contemporary context or historical background. The student  a. Relates a literary work to non-literary documents and/or other texts from its literary  period.  b. Relates a literary work to non-literary documents and/or other texts relevant to its  historical setting.    The student researches the life of a particular person as it is represented in a variety of texts (e.g.,  diaries, newspaper or periodical articles written during the person’s lifetime, history books,  memoirs, autobiographies, and biographies), and  a. constructs a chart or table comparing and contrasting the representation of single  events or experiences in different sources;  b. identifies the purpose of the different texts (i.e., diary to record personal memories  and impressions of events; biography to revere and honor accomplishments OR to  expose shortcomings or vilify accomplishments, etc.) and analyzes and evaluates  i. the ways language is used to accomplish these purposes;  ii. the way the order of events or structure of the text is used to accomplish these  purposes;  iii. the inclusion or exclusion of particular events from a text and the way this affects  the purpose of the text.  ELA9W4 The student practices both timed and process writing and, when applicable, uses the  writing process to develop, revise, and evaluate writing. The student  a. Plans and drafts independently and resourcefully.  b. Revises writing to improve the logic and coherence of the organization and controlling  perspective.  c. Revises writing for specific audiences, purposes, and formality of the contexts.  d. Revises writing to sharpen the precision of word choice and achieve desired tone.  e. Edits writing to improve word choice, grammar, punctuation, etc.  ELA9C1 The student demonstrates understanding and control of the rules of the English  language, realizing that usage involves the appropriate application of conventions and grammar  in both written and spoken formats. The student  a. Demonstrates an understanding of proper English usage and control of grammar, sentence  and paragraph structure, diction, and syntax.  b. Correctly uses clauses (e.g., main and subordinate) and mechanics of punctuation (e.g., end  stops, commas, semicolons, and quotation marks).  c. Demonstrates an understanding of sentence construction (e.g., subordination, proper  placement of modifiers) and proper English usage (e.g., consistency of verb tenses).  ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal  interactions. The student  a. Initiates new topics and responds to adult-initiated topics.  b. Asks relevant questions.  c. Responds to questions with appropriate information.  d. Actively solicits another person’s comments or opinions.  e. Offers own opinion forcefully without domineering.  f. Volunteers contributions and responds when directly solicited by teacher or discussion  leader.  g. Gives reasons in support of opinions expressed.  h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for  similar expansions.  i. Employs group decision-making techniques such as brainstorming or a problem-solving  sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects  optimal solution, implements solution, evaluates solution).  j. Divides labor to achieve the overall group goal efficiently.  Common Core Curriculum  RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts  W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.   * Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). * Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). * SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   + Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas | |
| * **Understandings:** * *Students will understand that. . .* * Students will understand what impact traditions and culture make on a person’s identity. * Students will understand how identity is shaped by what we look like and what people say about us. * Students will understand the power words have to shape a person’s identity and sense of self- worth. * Students will understand how a person’s surroundings can encourage depression, limit ones options and make having a good attitude difficult. * Students will understand | * **Essential Questions:** * What has the greatest impact on our identity, our internal thoughts or our encounters with others? * What impact do cultural mores and beliefs have on one’s identity? * Can a child’s surrounding place limitation on who they become? * Can having bad parents keep you from being a good person? * Is a person’s personality something they are born with or do they develop it in reaction to their experiences? |
| * ***Students will know. . .*** * Students will know how limited standards of beauty can have a negative impact on a person’s self-esteem. * Students will know how to use the identification of theme, symbol, setting and character traits to better understand a novel. * Students will know that abuse can have lasting effects on a person’s mental and emotional health. | * ***Students will be able to. . .*** * Students will be able to identify theme, symbol and setting in a novel. * Students will be able to use verbs, appositive and prepositional phrases to revise writing and make it interesting. * Students will be able to identify root words and their meanings. * Students will use their understanding of root word to define new and unfamiliar words. * Students will be able to use information gained from reading a novel to write expository and narrative writing. |
| **Stage 2 – Assessment Evidence** | |
| **Performance Tasks:**  Create an I Remember Photo Journal for the main character of your chosen novel. I remember piece should include information about plot, setting, symbols, character description and theme from your chosen novel. Project will be due at the end of the unit. | **Other Evidence:**  Quizzes  Test  Exit tickets  Word Splash- at the beginning of each unit, students are given content area vocabulary. They write the definitions down for the ones they know and add definitions as they acquire meaning over the course of the unit.  Jeopardy  Pictionary  Vocabulary Hot potato- students stand in a circle and when the ball is passed to them, they must say a word that includes the morpheme of study that week then pass the ball. |
| **Stage 3—Learning Plan** | |
| **Unit Texts (print and non-print):**  Student will choose from the following book list for their independent reading and to use as the focus of their performance task. Books of varying difficulty and lengths were chosen for this unit. Students will be able to choose which book they would like to read. There is an option to include literature circle discussion in this unit to encourage reading and accountability.  [A Lesson Before Dying](http://www.amazon.com/Lesson-Before-Dying-Ernest-Gaines/dp/1852426179/ref=sr_1_sc_3?ie=UTF8&qid=1320559662&sr=8-3-spell) by Ernest Gaines, [Copper Sun](http://www.amazon.com/Copper-Sun-Sharon-M-Draper/dp/1416953485/ref=sr_1_1?ie=UTF8&qid=1320473458&sr=8-1) by [Sharon M. Draper](http://www.amazon.com/Sharon-M.-Draper/e/B001IGNR7I/ref=sr_ntt_srch_lnk_1?qid=1320473458&sr=8-1), [Monster](http://www.amazon.com/Monster-Walter-Dean-Myers/dp/0064407314/ref=sr_1_1?ie=UTF8&qid=1320513515&sr=8-1) by [Walter Dean Myers](http://www.amazon.com/Walter-Dean-Myers/e/B000APIE2G/ref=sr_ntt_srch_lnk_1?qid=1320513515&sr=8-1), and [Mexican WhiteBoy](http://www.amazon.com/Mexican-WhiteBoy-Matt-Pena/dp/0440239389/ref=sr_1_1?ie=UTF8&qid=1320513585&sr=8-1) by Matt de la Peña  The Class Novel will be ***The Bluest Eye*** by Toni Morrison   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Key J-Journal ML-Mini Lesson GP- Guided Practice IP-Independent Practice V-Vocabulary W-Wrap up** | | | | | | | | | | | | Daily Question: How much of whom we are is determined by what we wear or look like?  Students will be able to generate a character profile based on reading of class novel.  Students will be able to identify and use vivid verbs to revise writing.  Students will be able to define morphemes and use that knowledge to learn new vocabulary words.  Homework- Read assigned pages in Literature Circle book. Turn in reading log and peer review sheets next Monday after Lit. Circle meeting. | | | | | | | | | | | | LA9RL1 The student demonstrates comprehension by identifying evidence (i.e.,  examples of diction, imagery, point of view, figurative language, symbolism, plot events and  main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short  story, novel, essay, editorial, biography], and drama) and using this evidence as the basis  for interpretation.  The student identifies, analyzes, and applies knowledge of the structures and elements of  fiction and provides evidence from the text to support understanding; the student:  a. Locates and analyzes such elements in fiction as language (i.e., diction, imagery,  symbolism, figurative language), character development, setting and mood, point of  view, foreshadowing, and irony.  ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | **Week** | **Monday** | | | **Tuesday** | **Wednesday** | | | **Thursday** | | **Friday** | | 6 | J (15min) Look at the person on the screen. Imagine what kind of job they have, and or what their family life is like. In your journal, write down a brief description of a day in the life of this person.  ML(20min)Introduction of unit, content vocabulary , novel of study and performance task.  GP(20min) Set reading calendar for completing the novel the class is studying begin listening to book on tape.  IP(20min) Set reading calendar for group reading projects for the rest of unit.  W(5min) | | | J (15min) Listen to the next chapter of ***The*** ***Bluest*** ***Eye***. Write down any responses or reactions you have to the chapters.  ML(20min) Introduce guidelines for I Remember writing and story elements  GP(20min)  V (10) vocabulary Pictograph  IP(20min)***The Bluest Eye***  V(10min)Vocabulary activity on morphemes  W(5min)Exit Ticket | J (15min) Look at the trailer for the movie *Dark Skinned Girls*. Write down any reactions. What are other insecurities that make people feel bad about how they look?  ML(20min) Characterization  GP(20min) In small groups, create character profile of Pecola, Cholly or Paulina Breedlove small groups, revamp three paragraph essays by adding vivid verbs  IP(20min) ***The Bluest Eye***  V- (10min) Vocabulary hot potato | | | J (15min) Listen to the next chapter of The Bluest Eye. Write down any responses or reactions you have to the chapters.  ML(20min) Using vivid verbs to make your writing more interesting  GP (20min) In small groups, revise character profiles. Focus on adding vivid verbs  IP(20min) ***The Bluest Eye***  V (10min) Vocabulary Pictograph  W(5min) Word splash | | J (15min) A person wearing this outfit shows up at your door. Write a dialog to describe the conversation you have with this person. Explain what assumptions you made based on his or her appearance.  Quiz (30min) Character Analysis and Verbs and Morphemes  GP(20min)Revise paper due Monday  IP(20min) The Bluest Eye  W(5min) | | Daily Questions: Can the things we say about ourselves or the things other people say about us shape and or define who we are? Which saying is true-Words can cut like a knife, or Sticks and stones may break my bone, but words can never hurt me?  Students will be able to identify theme in class novel.  Students will be able to compare and contrast themes found in different genres of writing.  Students will be able to use adverbial and adjectival prepositional phrases to revise writing.  Students will be able to use morphemes to generate definitions for new words.  Students will write comparison contrast essay.  Homework- Read assigned pages in Literature Circle book. Turn in reading log and peer review sheets next Monday after Lit. Circle meeting. | | | | | | | | | | | | ELA9RL2 The student identifies, analyzes, and applies knowledge of theme in literary  works from various genres and provides evidence from the works to support  understanding. The student  a. Applies knowledge of the concept that the theme or meaning of a selection represents  a universal view or comment on life or society and provides support from the text for  the identified theme.  b. Evaluates how an author’s choice of words advances the theme or purpose of a work.  c. Applies knowledge of the concept that a text can contain more than one theme.  d. Compares and contrasts the presentation of a theme or topic across genres and  explains how the selection of genre affects the delivery of universal ideas about life  and society.  ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in  reading and writing. The student  b. Uses knowledge of Greek and Latin prefixes, suffixes, and roots to understand the  meanings of new words.  ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | 7 | J (15min) Read the short article by Dr. Massaru Emmoto about the effects of negative worlds on water. Statistics suggest the body is made up of 75% water. Do you believe negative words have an effect on our bodies? Why or why not?  ML(20min)Theme define theme and make connection to movies, fables and other books  GP (10min) Identify potential themes from class novel.  IP(20min) ***The Bluest Eye***  As students read, identify text in class novel that suggest themes.  Literature Circle meeting (20min)  W-review | | | J (15min) Listen to ***The Bluest Eye***. Write a response to Cholly’s behavior toward Pecola  ML (20min) Define theme and introduce ways to identify theme in a novel.  GP (20min) In small groups, discuss themes in ***The Bluest Eye***. Pick a song or poem you believe highlights some themes in the novel.  IP(20min) ***The Bluest Eye***  V(10min) Vocab. Pictionary W(5min)Exit Ticket-Write down 2 themes from the class novel. | J (15min) Read the music lyrics by Christina Aguilera’s song ***Beautiful***. What does she mean when she says- “You are beautiful, no matter what they say? Words can’t bring you down.-  Could this message be a theme from Bluest Eye? Why or why not?  ML (20min) Define adverbial and adjectival prepositional phrases.  GP(20min) In small groups, examine the songs provided and identify songs that reflect themes found in ***The Bluest Eye*** and write a comparison contrast essay between the song and the novel  IP (20min) while reading, identify 2 sentences from your reading that use prepositional phrases to modify the subject tor verb.  W(5min) Word Splash | | | J (15min) Read the poem “The Rose That Grew From Concrete” Compare and Contrast the theme in the poem to a theme from the ***Bluest*** ***Eye***.  ML (20min) Read and review a theme study of Mexican White Boy.  GP (20min)Peer review of comparison contrast essay. Look for inclusion of adverbial and adjectival prepositional phrases.  IP(20min) ***The Bluest Eye.***  W (5min) Vocabulary Match up- each student is given a card with a word or definition. Students must find their match in the room. | | J (15min)  Quiz (30min) Theme, morphemes and prepositional phrases  GP(20min)Revise paper due Monday  IP(20min) ***The Bluest Eye***  W(5min) | | Daily Question: To what extent do your surroundings influence who you are?  Students will be able to identify symbols and their meanings in a text.  Students will be able to use the setting of a story to help them understand characters and themes in a story.  Students will be able to use parallel sentence structure to enhance writing.  Students will be able to define morphemes and use that knowledge to understand meaning in new words.  Homework- Read assigned pages in Literature Circle book. Turn in reading log and peer review sheets next Monday after Lit. Circle meeting. | | | | | | | | | | | | ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | 8 | J (15min) Look at the video clip. Pick one local and in your most vivid language describe the setting in a short paragraph or poem.  ML(20min) Define setting and discuss how it helps a reader understand text.  GP (20min) In small groups draw images of the three important settings in ***The Bluest Eye***. How do these locations help you better understand the text?  IP (20min) Literature Circle- In your reading, identify a setting that has a significant influence on the main character. Be prepared to explain why you chose that setting.  V(10min) introduce new morphemes  W(5min) Share your setting with class. | | | J (15min) Close your eyes and imagine your room at home. Pick one item that represents some important time in your life. Describe that item and the experience associated with it.  ML (20min) Define symbol. Examine some popular symbols  GP (20min) In small groups discuss symbols found in your independent reading. Identify symbols and their significance to the meaning of the story.  IP (20min)***Bluest Eye-***In your reading today, identify symbols and important settings.  W(5min)Exit Ticket  What symbols did you find in ***The Bluest Eye*** | J (15min) Add a setting to the story. Imagine Pecola as a 25 year old woman. Describe her bedroom and the symbols she might have in her room that remind her of her childhood experience.  ML(20min)Introduce Word Photo  GP (20min) In small groups examine favorite children’s stories and identify symbols and settings important to the story.  IP(20min) Write your own word photo pieces that show how a particular setting and symbol is important to the main character of the book.  W(5min) Word Splash | | | J (15min) Listen to this section of ***The Bluest Eye***. Describe the setting in the selection.  ML (20min Introduce parallel sentence structure.  GP(20min)Review and revise a peers work using parallel sentence structure  IP(20min)***The Bluest Eye***  V (10min) Vocabulary Jeopardy  W(5min) Word Splash | | J (15min Listen to this section of ***The Bluest Eye***. Describe the setting in the selection.  Quiz (30min)  Setting, Symbol, Vocabulary and Parallel Sentence Structure  GP(20min) Revision of word photos  IP (20min) ***The Bluest Eye***  ***W(5min)*** | | Daily Question: How do the experiences and events in your life shape your identity and help to define who you are?  Students will be able to identify the plot of a story.  Students will be able to label the different events in a story.  Students will be able to use and identify appositives to revise writing  Students will be able to define morphemes and use them to understand the meaning of new words. | | | | | | | | | | | | ELA9W4, ELA9C1&2, ELA9LSV2, ELA9R1, ELA9SLV2 | | | | | | | | | | | | 9 | | J (15min) Look at the video clip of Gyewayen Mata called Putting it all together. Write down the beginning, middle and end of the story they tell through dance. What is the problem and how does it get resolved?  ML(20min)Define plotline of a story and its different elements.  GP(20min) In your small groups examine your independent reading book. Create a plot line for each.  IP(20minyou’re your listen to the Bluest Eye, make predictions about how Pecola’s conflicts may be resolved.  W(5min) | J (15min) Listen to chapters from The Bluest Eye. Write down the most important event in this chapter.  ML(20min)discuss the different kinds of conflict  GP (20min) in small groups revisit your poem, picture book and children’s story. What kinds of conflicts were in each book?  IP(20min) In your reading, identify types of conflicts that arise in The Bluest Eye.  W(5min) Define conflict. Identify a conflict from the story and label it as internal or external | | | J (15min) Look at the video clip “A Girl Like Me” Write your reactions  ML (20min) Examine the Plot Summary ***Copper Sun*** by Sharon Draper. Discuss how the events might shape the character’s identity.  GP(20mi) In small group examine The Bluest Eye. Discuss various conflicts and generate a plot summary for the novel.  IP(20min) Listen to ***The Bluest Eye***  V(10min) Vocabulary hot potato  W(5min) Word Splash | J (15min) Listen to this section of ***The Bluest Eye***. What is the climax of the story? How do you think it will be resolved?  ML(20min) Define appositives  GP(20min)Peer review of plot summaries. Suggest use of appositives  IP(20min)Listen to ***The Bluest Eye***.  V (10min) Pictograph  W(5min) | | J (15min) Listen to this section of ***The Bluest Eye***. Write your reactions to the events taking place in the story  Quiz (30min)  On Plot elements, conflict, morphemes, and appositives  GP(20min) Revision of word photos  IP(20min)Read your assigned book.  W(5min) | | | 10 | | J(20min) Think about the era in which you are growing upa as compared to the era in which Pecola grew up. How has the era in which you are growing up shaped your identity?  ML (20min) How to use power point to create slides for I remember photo journal  GP (20min) Lit. Circle meeting  IP (30min) Work on I remember piece | J(20min) Describe your immediate family. How has growing up in your household shaped or influenced who you are?  ML(20min) Using transitions and animations to make your project more interesting  GP (20min) Lit Circle meeting  IP (30min) Work on I Remember project | | | J (20min) Create a plot line that accurately describes a particularly eventful season in your life. Include descriptions of conflict and other plot elements.  ML(20min) uploading power point to IMovie maker and creating narration  GP (20min) Lit. Circle Meeting  IP (30min) Work on I Remember project | J (20min) identify a theme associated with your life. Pick a song that reflects that theme and explain why.  ML (20min) Add soundtrack to IMocie maker project  GP 920min) Lit. Circle meeting  IP (20min) Work on I Remember Projects | | Unit Test retake and or complete I Remember Photo Journal Due Monday.  W(15min) End of unit class meeting. | |   **Novel Photo Journal**  **The Task**  You will read one of the books on the Reader’s choice list. You are to create a photo journal that explores the setting, symbols themes plot and characters of the novel. Your journal should have the following:  3 images that depict 3 different significant characters from the novel.  3 images that represent significant locales or settings in the novel.  3 images that reflect important symbols in the novel.  5 images that help to show the plot or the exposition, rising action, climax, falling action and resolution or conclusion of the story.  1 title slide-Your project should have a title page which includes your name, instructor’s name, the name of your novel and author, the name of class and period.  1 introduction slide-Your photo journal should include an introduction page with narration and image which shares with the viewer why you chose to read this book.  1 conclusion slide-Your conclusion should share with the reader any conclusions you got from reading the novel and whether you would recommend the story to others.  You should end up with a minimum of 18 slides.  You can construct your project initially as a slide show in power point. Be sure to include transitions, design elements and animations that enhance your presentation, not function as distractions. Once your slide show is constructed save it to Windows Live Movie Maker. Save your slide show as a movie and add narration that coincides with your images. Your assignment will be graded using the rubric below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Task** | **Exceptional (4)** | **Above Average (3)** | **Average (2)** | **Below Average (1)** | | Character Study  4x\_\_\_=\_\_\_ | Journal includes accurate, thorough and detailed description of 3 or more characters. | Journal includes accurate, thorough and detailed description of 2 characters. | Journal includes vague inaccurate description of 2 characters from the novel. | An unsuccessful attempt was made to include description of character. | | Setting  4x\_\_\_\_=\_\_ | Includes images that are reflective of the author’s description in the novel and depict 3 important setting in the novel Both narration and images work together to provide the viewer with a greater understanding of noel. | Includes 2 images and narration that describes a significant and important settings from the story | Has 1 image depicting one locale in novel. Images is not connected to the book and drso not go with narration | An unsuccessful attempt was made to depict settings from novel | | Plot  4x\_\_\_=\_\_\_ | Narration and images that depicts significant events in the exposition, rising action, climax, falling action and resolution. | Events that reflect each stage of the plot line are included but do not line up with narration accurately or truthfully. | Events that reflect each stage of the plot line are included | An unsuccessful attempt was made to have images or narration for all elements on a plot line. | | Symbols  4x\_\_\_=\_\_\_ | Significant symbols (3) that represent important moments in the character’s life are evident. Narration explains significance of symbol | Significant symbols (2) that represent important moments in the character’s life are event. | Significant symbol that represent important moments in the character’s life is evident. | An unsuccessful attempt was made to include symbols important to the story | | Narration  2x\_\_\_\_=\_\_\_ | Narration is engaging. The tone of voice is lively and engaging. Speech is fluent and clear | Narration is adequate. Narration is choppy at times, but overall is engaging. | Narration is confusing and hard to follow. It does not match images | An unsuccessful attempt was made to add narration. | | Introduction  2x\_\_\_\_=\_\_ | Engaging and give viewer clear sense of what to expect. | Gives viewer a good idea of what to expect | Viewer is unclear of what to expect | Unsuccessful attempt at creating an introduction | | Conclusion  2x\_\_\_\_\_\_\_ | Sums up the project and viewer understands what lessons were learned and | Sums up project but does an adequate job of telling viewer what lessons were learned and overall impressions of book | Vague commentary that does not sum up project or give the viewer any idea of what lessons may have been learned | Made an unsuccessful attempt at creating a conclusion. | | Title  1x\_\_\_\_=\_\_\_ | All information is included and is accurate | All information is included and is accurate | information is not included and is accurate | Did not include. | | Total \_\_\_\_\_ Comments: | | | | |   Total Possible points is 100    Novel Study Unit Test:  Grammar Section (22points)  Read the sentences below. Decide what you need to add to the sentence to fix it by circling one of the choices offered at the end of the sentence. Fill in the blank with a word of your own choosing that best completes the sentence.   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_stewed in her room because she was so angry. ( predicate, subject, adjective) 2. Reggie’s eyes \_\_\_\_\_\_\_\_\_ with anger when he lost the race. (subject, predicate, prepositional phrase) 3. Tom Cruise, the\_\_\_\_\_\_\_\_\_\_\_\_\_, has been in several movies such as Top Gun, Jerry McGuire and the Last Samurai. (subject, predicate, appositive)   Read the poem below and answer the 2 questions that follow.  To fling my arms wide In some place of the sun, To whirl and to dance Till the white day is done. Then rest at cool evening Beneath a tall tree While night comes on gently, Dark like me— That is my dream!   1. The highlighted phrases are examples of 2. prepositional phrases b. infinitive phrases c. dependent clauses 3. True or False- The phrase at cool evening is being used as an adverbial phrase.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   In question 6-11 below, select the sentence that illustrates proper parallel structure.   1. Phuong Tran has wit, charm, and she has an extremely pleasant personality. Phuong Tran has wit, charm, and a pleasing personality. 2. In English class, Tashonda learned to read poems critically and to appreciate good prose. In English class, Tashonda learned to read poems critically and she appreciated good prose. 3. Raoul's QPA is higher than Ralph. Raoul's QPA is higher than Ralph's. 4. He wanted three things out of college: to learn a skill, to make good friends, and to learn about life. He wanted three things out of college: to learn a skill, to make good friends, and learning about life. 5. There's nothing I like better than finding a good trout stream, setting up camp, and spending a couple of days fishing. There's nothing I like better than finding a good trout stream, setting up camp, and to spend a couple of days fishing 6. Professor Ali rewarded his students for working hard on the final project and going beyond the call of duty. Professor Ali rewarded his students for their hard work on the final project and going beyond the call of duty.   Symbol (15 points)  Short answer responses- Write a paragraph answering the following 3 questions.   1. What does the house symbolize in the story? 2. What do marigolds symbolize in the story? 3. What do Pecola’s blue eyes symbolize?   Characters (10 points)  Place the correct name under the description of the character.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Pecola Breedlove** | **Cholly Breedlove** | **Paulina Breedlove** | **Sammy Breedlove** | **Soaphead Church** |  1. I say my parents fighting the other day. I wished I could just disappear. I have dark skin, and everybody calls me ugly. I wish god would give me blue eyes, then maybe I would see the world differently and people would see me as beautiful.   Who am I? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. I work for the Fisher family and am in love with their whiteness. I love Jean Harlow and often try to fix my hair liked hers. I have a lame foot and am missing a front tooth. I have violent fights with my husband that my children see. Who am I? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. I believe I am a psychic. I do not like to be touched . . . except by little girls. My real name is Elihu Whitcomb. I am biracial and am originally from the Caribbean.   Who am I? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. The character of Sammy Breedlove would be described as static because 2. He does not change or grow during the course of the novel 3. He learns several lessons during the course of the novel and the reader witnesses his growth and evolution 4. He is a complex unpredictable character who has many sides 5. From which point of view is the story told 6. First person b. third person c. omniscient   Extra Credit: Who tells the story\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Plot (26 points)   1. Pecola’s desire to have the world see her differently is an example of what kind of conflict? 2. a. ample of what kind of conflict?\_\_\_. except eir wi as beautiful. Who am I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_internal conflict b. external conflict 3. Fighting between Paulina and Cholly Breedlove would be considered an example of what type of conflict? 4. Man vs. man b. man vs. nature c. man vs. society 5. The climax is the part of the story where the reader 6. learns about the characters and setting 7. the tension builds up and the conflict is outlined 8. the high point of the story 9. Fill in the plot chart below with appropriate events from the novel ***The Bluest Eye*** by Toni Morrison. Choose significant events from the novel to place in the chart.   Climax  E  Rising Action  Falling Action  Exposition  Resolution    Vocabulary (12points)  Use the morphemes provided below to complete the vocabulary section of this test. This section is worth 12 points   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Ir | Sol | cent | gram | mis | pre |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 24 | Morpheme | Morpheme definition | Word with morpheme | Define word using the morpheme’s definition. | |  |  |  |  | | Use the word in a complete sentence. (Sentence must show context) | | | | |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 25 | Morpheme | Morpheme definition | Word with morpheme | Define word using the morpheme’s definition. | |  |  |  |  | | Use the word in a complete sentence. (Sentence must show context) | | | | |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 26 | Morpheme | Morpheme definition | Word with morpheme | Define word using the morpheme’s definition. | |  |  |  |  | | Use the word in a complete sentence. (Sentence must show context) | | | | |  | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 27 | Morpheme | Morpheme definition | Word with morpheme | Define word using the morpheme’s definition. | |  |  |  |  | | Use the word in a complete sentence. (Sentence must show context) | | | | |  | | | |   Essay Questions (15 points)  28 .Write an essay explaining how the time period, social context and location affect the behavior of the characters, the events and perspectives of the characters in ***The Bluest Eye*** by ToniMorrison. Use examples from the book. Your essay should be five paragraphs long. This essay will be worth 15 points. | |
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